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ABSTRACT

This annotated bibliography identifies 13 readings and 7 videotapes concerned with individualized education programs (IEPs) for students with disabilities. Items include guides to IEP development, federal regulations, parent guides, and guides to IEP meetings. Listed items were published from 1997 through 2001. (DB)

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READINGS ON INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

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Readings on Individualized Education Programs (IEPs)

Bateman, Barbara D. & Linden, Mary Anne. (1998). Better IEPs: How To Develop Legally Correct and Educationally Useful Programs. Third Edition. Sopris West, 4093 Specialty Place, Longmont, CO 80504. 235pp.

Written by lawyer-educators, this handbook explains IEPs and IDEA 1997 from the legal point of view, citing the law and court cases throughout. It spells out do's and don'ts of placement, funding, and procedure; describes the IEP team; gives examples of problematic IEPs; and shows how to write legally and educationally sound IEPs.

Burns, Edward. (2001). Developing and Implementing IDEA-IEPs: An Individualized Education Program (IEP) Handbook for Meeting Individuals with Disabilities Education Act (IDEA) Requirements. Charles C. Thomas Publisher, Ltd., 2600 South First St., Springfield, IL 62704. 263pp.

The purpose of this book is to consider issues relating to the development, implementation, revision, and evaluation of IEPs in the context of IDEA 1997, the regulations, relevant court cases, and best practices employed by states and school districts. Academic in its approach, the book is suitable for graduate students and policy makers and is supported by its own Web site.

Chambers, A. C. (2001). Has Technology Been Considered? A Guide for IEP Teams. Revised Edition. Council of Administrators of Special Education, Inc., 615 16th St., NW, Albuquerque, NM 87104. 50pp.

This guide compiles information essential to a working knowledge of assistive technology for children with disabilities. The manual provides a framework to guide the Individualized Education Program (IEP) team as they consider the use of assistive technology with a child who has exceptional education needs. Examples are provided which move from no-tech to low- and high-tech interventions for students in different skill areas such as written expression, mathematics, handwriting difficulties, and reading difficulties.

The Council for Exceptional Children. (1999). IEP Team Guide. 1110 N. Glebe Road, Arlington, VA 22201. 103pp.

This guide was developed to help all members of the Individualized Education Program (IEP) team better understand their roles and responsibilities as team members. It explains what federal law requires, provides practical advice for carrying out each role, and suggests additional resources to help prepare compliant and productive IEPs.

Gibb, Gordon S. & Dyches, Tina Taylor. (2000). Guide To Writing Quality Individualized Education Programs: What's Best for Students with Disabilities? Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494-2130. 79pp.

Presented in a question-and-answer format, this guide provides information to assist teachers in writing quality Individualized Education Programs (IEPs). Each section is intended to help teachers understand in greater depth the whys and hows of the IEP process.

Gorn, Susan. (1997). What Do I Do When ... The Answer Book on Individualized Education Programs. LRP Publications, Horsham, PA 19044. 290pp.

This book uses a question-and-answer format to provide comprehensive information on the process of developing an Individualized Education Program (IEP) and the resulting IEP document as required under the Individuals with Disabilities Education Act (IDEA). Individual chapters include the following topics: formulating the IEP —development, review, and implementation; parental participation; behavior management plans and other special needs; incarceration, expulsion, and transfers; private school students; and transition planning and graduation.

Hollis, James N. (1998). Conducting Individualized Education Program Meetings that Withstand Due Process: The Informal Evidentiary Proceeding. Charles C. Thomas, Publisher, Ltd., 2600 South First St., Springfield, IL 62794-9265. 171pp.

This book is intended to help participants in Individualized Education Program (IEP) meetings meet basic requirements of the Individuals with Disabilities Education Act in a defensible way. It offers an approach to putting data before the IEP team, structuring deliberations, and documenting decisions. It stresses that participants should assume their decisions will be legally scrutinized, therefore IEP decisions should be comprehensive, relevant, and based on verifiable fact and qualified opinion.

Kupper, Lisa, Ed. (2000). A Guide to the Individualized Education Program. ED Pubs, Editorial Publications Center, US Department of Education, PO Box 1398, Jessup, MD 20794-1398. 36pp.

This guide explains the process of developing an Individualized Education Program (IEP) for a student with disabilities. It outlines the 10-step basic special education process under IDEA from child identification through evaluation, eligibility determination, IEP development, service provision, annual review, and re-evaluation. It also explains the contents of the IEP, additional state and school-system content, the IEP team members, writing the IEP, deciding placement, implementing, reviewing, and revising the IEP.

Kupper, Lisa, (1999). NICHCY Briefing Paper. Individualized Education Programs. LG2, 4th Edition. NICHCY, PO Box 1492, Washington, DC 20013. 31pp.

This 31-page booklet by the federal government to provide clarification of regulations concerning Individualized Education Programs (IEPs) as contained in the Individuals with Disabilities Education Act Amendments of 1997. Called "Appendix A to Part 300," the document is written in a readable question-and-answer format with frequent references to the regulations concerning IEPs. These regulations are also included in the booklet.

Lombardo, Lisa, Ed. (1999). IEPs and the IDEA: What You Need To Know. LRP Publications, 747 Dresher Road, Horsham, PA 19044-0980. 116pp.

This booklet discusses Individualized Education Program (IEP) requirements. Part 1, "Giving Students Access to the General Curriculum in Their IEPs," discusses regular education teacher involvement in IEPs; using the general education curriculum with IEPs; including progress indicators, transitions, and goal assessment; avoiding vague goals when drafting IEPs; including peer interaction goals for students with disabilities; making students' strengths the crucial part of IEPs; and making func-

tional behavioral assessment teams part of the IEP. Charts provide sample notices for IEP review meetings, a goal sheet for charting progress toward goals and objectives, and a proposed IEP form. The last section of this book reviews court decisions addressing IEPs.

School, Beverly A., & Cooper, Arlene. (1999). The IEP Primer and the Individualized Program: Preschool through Postsecondary Transition. Fifth Edition. Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94949-6191. 175pp.

Intended primarily for new teachers or teachers newly involved with special education, this guide to development of Individualized Education Programs (IEPs) notes recent trends in special education including the goal of maximum inclusion, greater involvement of regular educators and parents, a greater emphasis on transition to adult life, and more sophisticated IEP tools.

Siegel, Lawrence M. (2001). The Complete IEP Guide: How To Advocate for Your Special Education Child. Second Edition. Nolo Press, 950 Parker Street, Berkeley, CA 94710-2576. 260pp.

This book is intended to help parents of students with disabilities effectively proceed on their own through the Individualized Education Program (IEP) process. Chapters include the following topics: child advocacy, basic legal concepts of the Individuals with Disabilities Education Act, state special education laws, requesting evaluation, obtaining the child's school records, assessment components and assessment plans, writing goals and objectives, attending the IEP meeting and writing the IEP plan, resolving IEP disputes through due process, and filing a complaint for a legal violation.

West, Lynda L. & others. (1999). Integrating Transition Planning into the IEP Process. Second Edition. The Council for Exceptional Children, 1110 North Glebe Road, Arlington, VA 22201. 69pp.

The purpose of this guide is to assist those involved in the transition planning process help students with disabilities achieve a smooth transition from school to adult life. Presents a curriculum for successful transition, including functional curriculum, daily living skills, social skills, and occupational skills. Explains support services in secondary and postsecondary settings as well as interagency cooperation.

Videos:

Baird, Melinda M. (1999). *The New IDEA Regulations: Know Your Legal Responsibilities.* Volume One: *Child Find, Evaluations, IEPs* [and] Volume Two: *Discipline, Procedural Safeguards.* LRP Publications, 747 Dresher Rd., PO Box 980, Horsham, PA 19044-0980.

Designed for education administrators and teachers, this 2-volume videotape cassette set discusses new regulations issued under the 1997 amendments to the Individuals with Disabilities Education Act. The first volume is 25 minutes long and explores child find procedures, evaluations, and Individualized Education Programs. The second volume is 22 minutes long and addresses discipline procedures and procedural safeguards.

Bateman, Barbara D.(2000). *IEP Success: Basic Underlying Principles of IEPs.* Attainment Company, PO Box 930160; Verona, WI 53593-0160.

This 29-minute closed-captioned video presents the underlying principles of developing Individualized Education Programs (IEPs) for students with disabilities. Tips are provided to assist educators in developing successful IEPs.

Hartwig, Eric & Ruesch, Gary. (1999). *Developing IEPs Under the New IDEA Regulations.* LRP Publications, Horsham, PA 19044.

This 26-minute video shows how the 1999 IDEA regulations affect the IEP process and the essential components of the IEP document. The video's practical, step-by-step approach makes it easy to understand the educational and legal issues surround IEPs.

LRP Publications. (2001). *IEPs: Avoiding Planning Pitfalls.* LRP, Horsham, PA 19044.

This 14-minute video illustrates the most common errors schools make when planning IEP meetings and provides strategies to prevent them. Through the reenactment of a real-life IEP meeting process, this video focuses on specific problem areas, including providing written prior notice, inviting appropriate participants, conducting a pre-meeting with school staff, and more. This video's practical approach makes it easy to understand what can and can't be done during the IEP planning stages.

LRP Publications. (2001). *IEPs: Avoiding Meeting Miscues.* LRP, Horsham, PA 19044.

This 14-minute video focuses on the critical mistakes IEP school personnel make when conducting an IEP meeting, including failure to: follow the meeting agenda, discuss or consider parent information, ensure the IEP team signs the document, and more. The video's realistic approach shows how to overcome potential stumbling blocks in the IEP process in order to achieve positive results for every student.

LRP Publications. (2001). *IEPs: Critical Content Components.* LRP, Horsham, PA 19044.

Through detailed graphics and dramatic representations of a real-life IEP meeting, this 18-minute video outlines the 6 areas every written IEP must cover from a statement of the student's present education levels to a statement of transition services.

PEAK Parent Center (1998). *The IEP: A Tool for Realizing Possibilities.* 6055 Lehman Dr., #101, Colorado Springs, CO 80918.

This 20-minute videotape is intended to empower parents of students with disabilities to be active players in their children's education. It provides critical information about the Individualized Education Program as the basic tool for delivering supports and services, and addresses recent changes in federal laws. It is designed for building confidence in family members.

Compiled by Barbara Sorenson